

Preservation of Art, Culture and Tradition through NEP 2020 and Value-Based Learning: A Framework for Holistic Education in India

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Abstract

The preservation of art, culture, and tradition has emerged as a critical concern in the context of globalization, modernization, and rapid socio-cultural transformation. Education plays a pivotal role in safeguarding cultural heritage and transmitting values across generations. India's National Education Policy 2020 introduces a transformative vision that integrates value-based learning with the preservation of cultural identity and heritage. This conceptual paper explores how NEP 2020 promotes the preservation of art, culture, and tradition through holistic and value-oriented education. Drawing upon interdisciplinary literature, policy analysis, and Indian case studies, the study highlights the role of Indian Knowledge Systems (IKS), experiential learning, and culturally responsive pedagogy in sustaining heritage. The paper also presents classroom practices that enable students to engage with local traditions and artistic expressions. A conceptual framework is proposed to explain how policy initiatives translate into cultural awareness, ethical development, and national identity formation. The study concludes that effective implementation of NEP 2020 can significantly contribute to cultural preservation while fostering responsible and culturally rooted citizens.

Keywords

NEP 2020, Cultural Preservation, Value-Based Learning, Indian Knowledge Systems, Art and Tradition, Holistic Education

Introduction

Culture is the foundation of a nation's identity, reflecting its history, values, beliefs, and traditions. Art, language, rituals, and customs collectively shape the cultural fabric of society. However, in the era of globalization and technological advancement, traditional cultural practices are increasingly at risk of erosion.

Education serves as a powerful tool for preserving cultural heritage and transmitting values to future generations. Historically, Indian education systems emphasized the integration of knowledge with values, culture, and spirituality. However, modern education systems have often prioritized academic achievement over cultural and moral development.

The introduction of the National Education Policy 2020 marks a significant shift towards holistic education that integrates cultural awareness and value-based learning. The policy emphasizes the importance of Indian Knowledge Systems (IKS), local languages, arts, and traditions in education.

This paper examines the role of NEP 2020 in preserving art, culture, and tradition through value-based learning. It explores how educational reforms can contribute to cultural sustainability and national development.

Review of Related Literature

The relationship between education and cultural preservation has been widely explored in academic literature. Scholars emphasize that education is essential for sustaining cultural identity and promoting social cohesion.

Agrawal (1995) highlighted the importance of integrating traditional knowledge systems with modern education.

Battiste (2002) emphasized the role of cultural knowledge in shaping identity and values.

Gupta (2014) discussed grassroots innovation, which often emerges from cultural practices.

Shiva (2005) emphasized ecological and cultural sustainability, advocating for the preservation of traditional knowledge.

Sillitoe (1998) highlighted the importance of indigenous knowledge in development.

Recent studies on National Education Policy 2020 indicate that the policy promotes cultural education through multidisciplinary approaches, experiential learning, and integration of arts.

The concept of Indian Knowledge Systems has gained prominence, focusing on traditional disciplines such as yoga, classical arts, and cultural heritage.

The literature suggests that value-based education is crucial for cultural preservation and that NEP 2020 provides a strong framework for achieving this goal.

Rationale of the Study

The rapid decline of traditional art forms, languages, and cultural practices necessitates immediate intervention. Education can play a transformative role in preserving cultural heritage.

NEP 2020 provides an opportunity to integrate cultural education with value-based learning. This study aims to explore how these elements can be effectively combined to promote cultural sustainability.

Statement of the Problem

There is a growing disconnect between modern education and cultural heritage, leading to the erosion of traditional values, arts, and practices.

Operational Definitions

- **Cultural Preservation:** Protection and promotion of cultural heritage, traditions, and practices
- **Value-Based Learning:** Education that emphasizes moral and ethical values
- **Indian Knowledge Systems (IKS):** Traditional knowledge rooted in Indian culture

Objectives

- To examine the role of NEP 2020 in cultural preservation
- To analyze the integration of value-based learning
- To explore Indian case studies
- To suggest classroom practices

Methodology

- Conceptual analysis
- Literature review
- Case study approach

Analysis and Discussion

- NEP 2020 and Cultural Education

The National Education Policy 2020 emphasizes the inclusion of arts, culture, and traditions in education. It promotes multilingualism, local content, and experiential learning.

- Role of Value-Based Learning

Value-based learning fosters respect for cultural diversity, ethical behavior, and social responsibility. It helps students appreciate their heritage and develop a sense of identity.

Indian Case Studies

- Preservation of Classical Arts in Schools

Schools incorporating classical dance, music, and theatre promote cultural awareness and creativity. Students learn discipline, aesthetics, and cultural values.

- Tribal Cultural Practices

In states like Madhya Pradesh, tribal communities preserve traditions through festivals, art, and storytelling. Integrating these practices into education promotes inclusivity.

- **Craft-Based Learning**

Traditional crafts such as pottery, weaving, and painting are integrated into vocational education under NEP 2020.

- **Language Preservation**

The policy emphasizes mother tongue education, helping preserve regional languages and cultural identity.

Classroom Examples

- **Art-Integrated Learning**

Students learn subjects through art forms such as painting, music, and drama.

- **Cultural Projects**

Students document local traditions, festivals, and practices.

- **Storytelling and Folklore**

Teachers use folk stories to teach values and cultural lessons.

Table 1: NEP 2020 and Cultural Outcomes

Feature	Implementation	Outcome
Arts Integration	Curriculum	Cultural awareness
IKS	Traditional knowledge	Value development
Language Policy	Mother tongue	Identity preservation

Table 2: Classroom Strategies

Strategy	Activity	Value Developed
Storytelling	Folk tales	Ethics
Art projects	Cultural art	Creativity
Field visits	Heritage sites	Appreciation

Table 3: Challenges and Solutions

Challenge	Solution
Lack of resources	Government support
Teacher training	Workshops
Urbanization	Awareness programs

Figure 1: Conceptual Framework (Core Model)

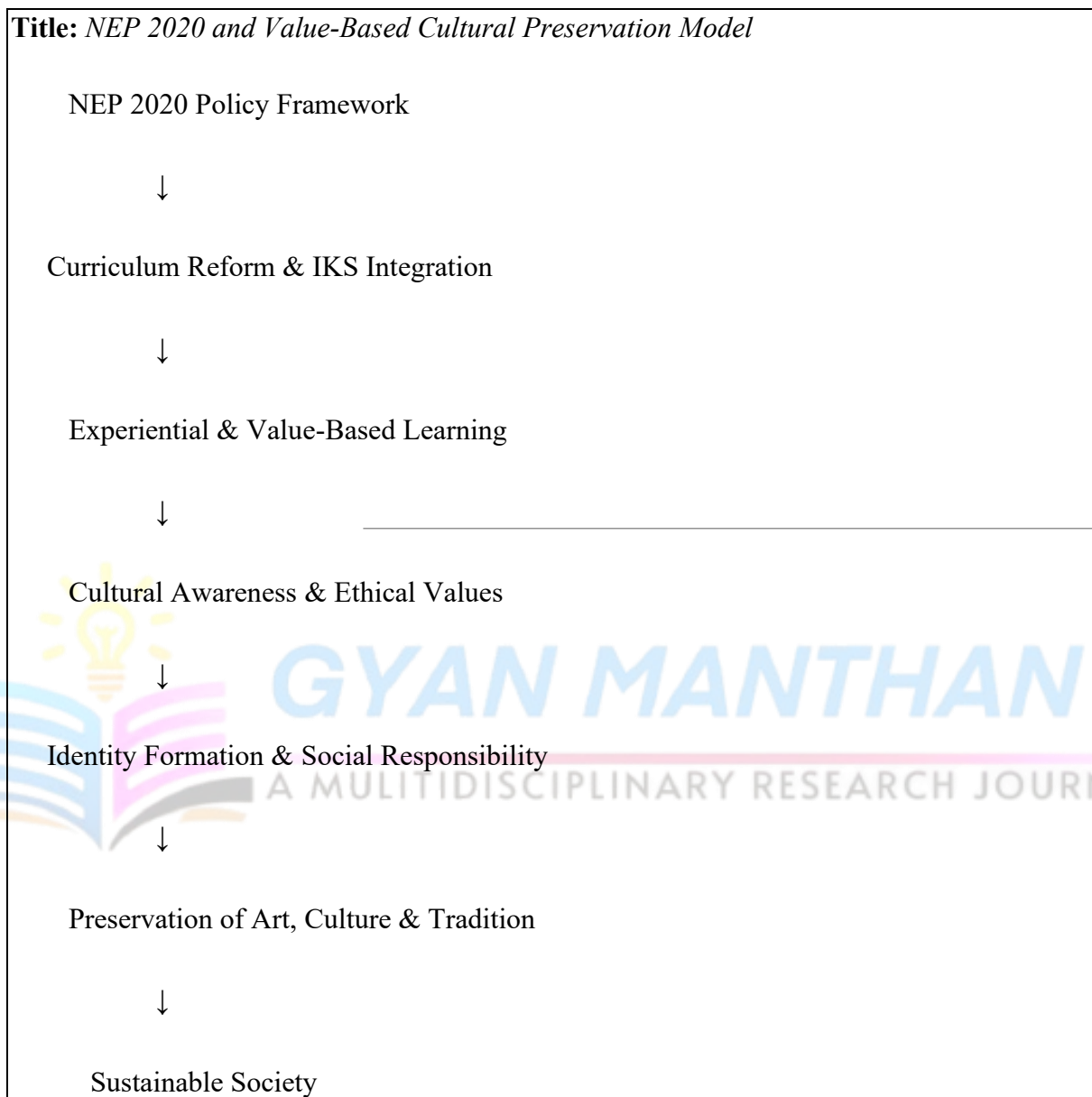
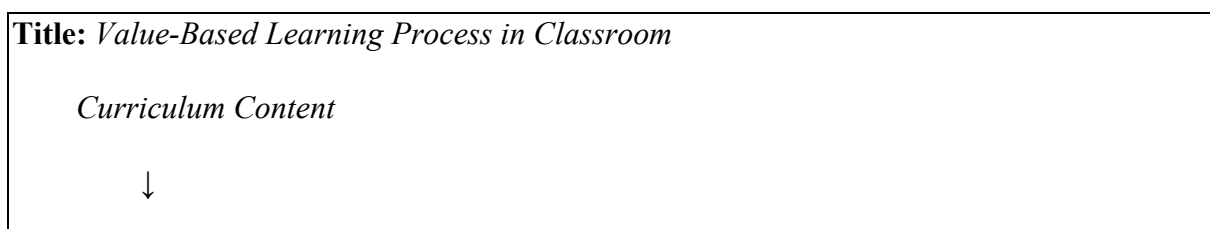


Figure 2: Classroom Implementation Model



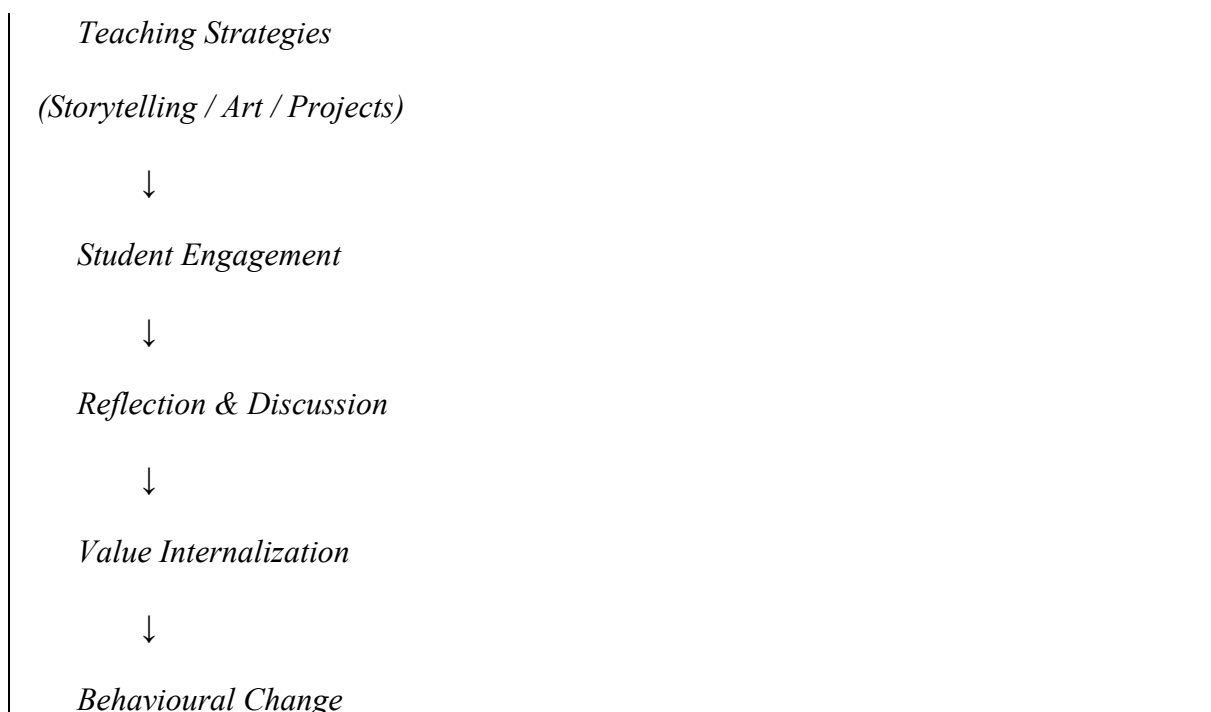


Figure 3: Cultural Preservation Cycle

Title: Cycle of Cultural Transmission through Education

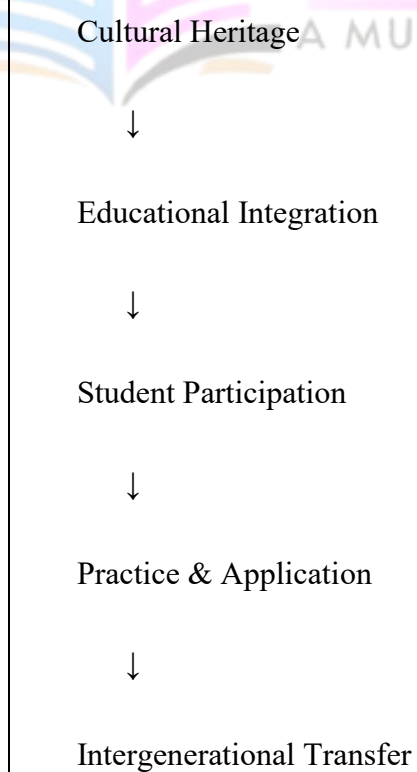




Figure 4: Integration Model (IKS + Modern Education)

Title: Hybrid Knowledge Integration Model

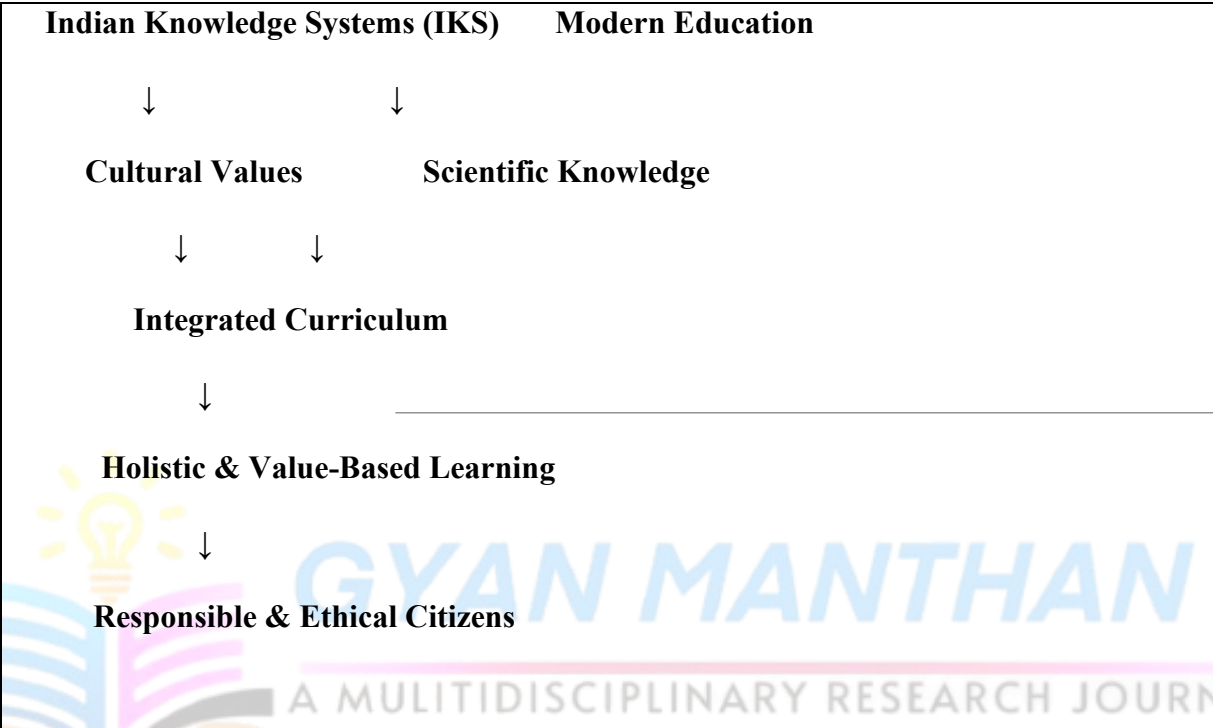


Figure 5: Stakeholder Ecosystem Diagram

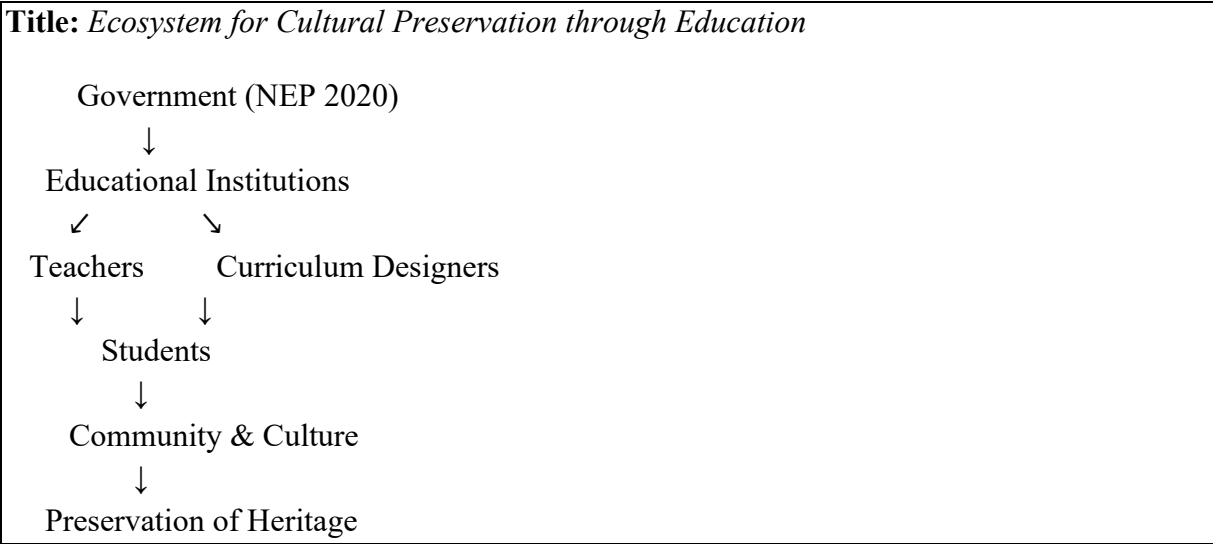
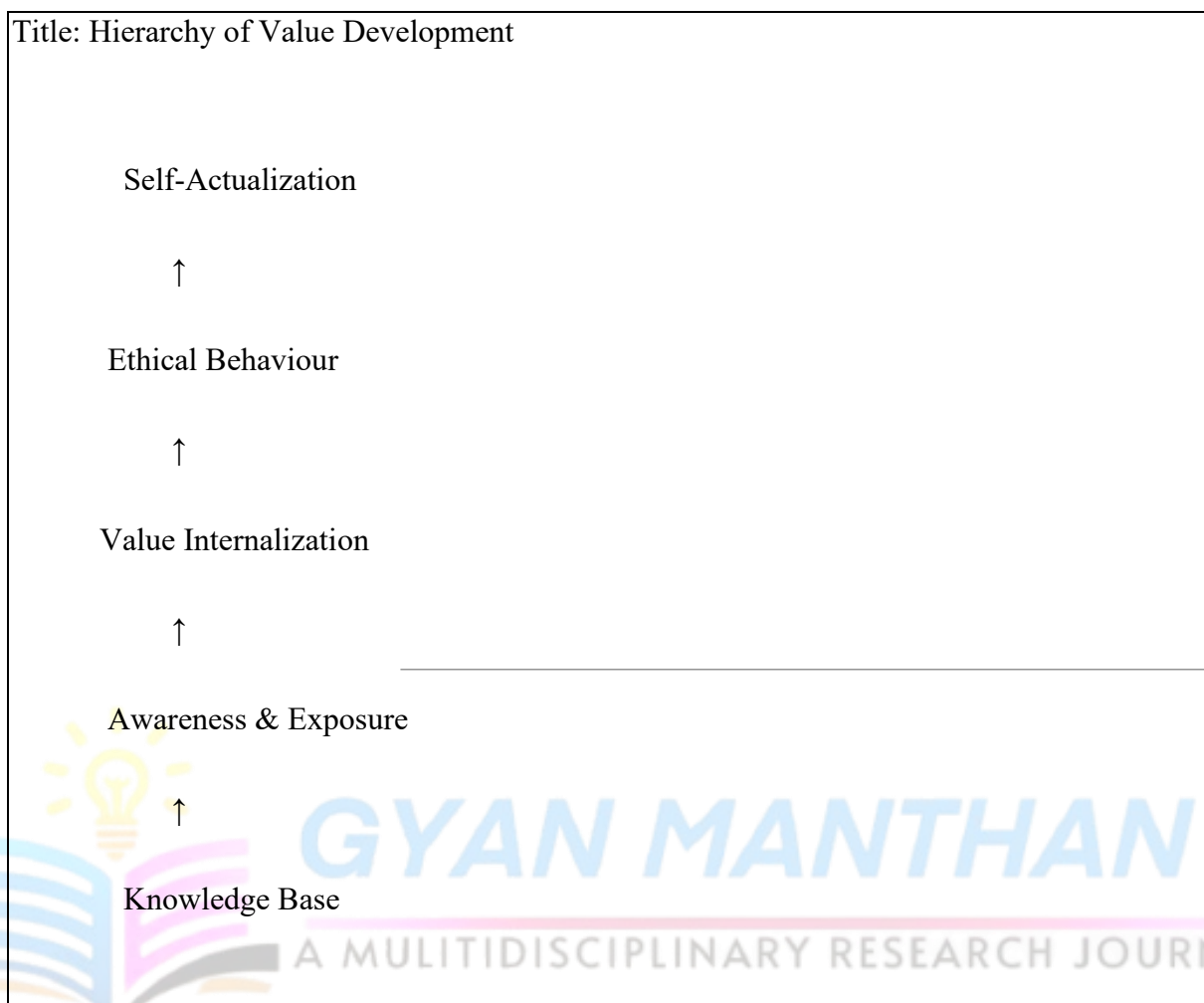


Figure 6: Value Formation Pyramid



Delimitations

- Conceptual study
- Limited to Indian context

Conclusion

The National Education Policy 2020 provides a comprehensive framework for preserving art, culture, and tradition through value-based learning. By integrating cultural education into the curriculum, it promotes holistic development and strengthens national identity.

Effective implementation requires teacher training, resource allocation, and community participation. Indian case studies and classroom examples demonstrate the practical feasibility of these approaches.

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